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AUTHOR Blum, Robert E.; Raymond, Carolyn D.
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ABSTRACT

One of five McDonald's Action Packs, these instructional materials for ninth and tenth graders (and more able sixth and seventh graders) have incorporated ideas around three career development goals--subject relevance, career awareness, and self-awareness. The action pack contains six units--three units each in the subject areas of language arts and social studies--in an interdisciplinary approach. Following an introduction that gives suggestions for use of community resources, these six units are presented: journalism, radio, telephone, community geography, municipal government, and local laws. The format for each unit is as follows: (1) introduction, which highlights career development goals and their importance; (2) exploration activity, which emphasizes the career awareness goal through a community-learning approach and includes student objectives and directions; (3) application activity, which emphasizes subject relevance by student application of selected skills, knowledge, and/or attitudes and includes student objectives, directions, and ideas for extensions; and (4) extensions or ways to enrich the material. Student activity sheets suitable for reproduction are provided for each unit. (YLB)

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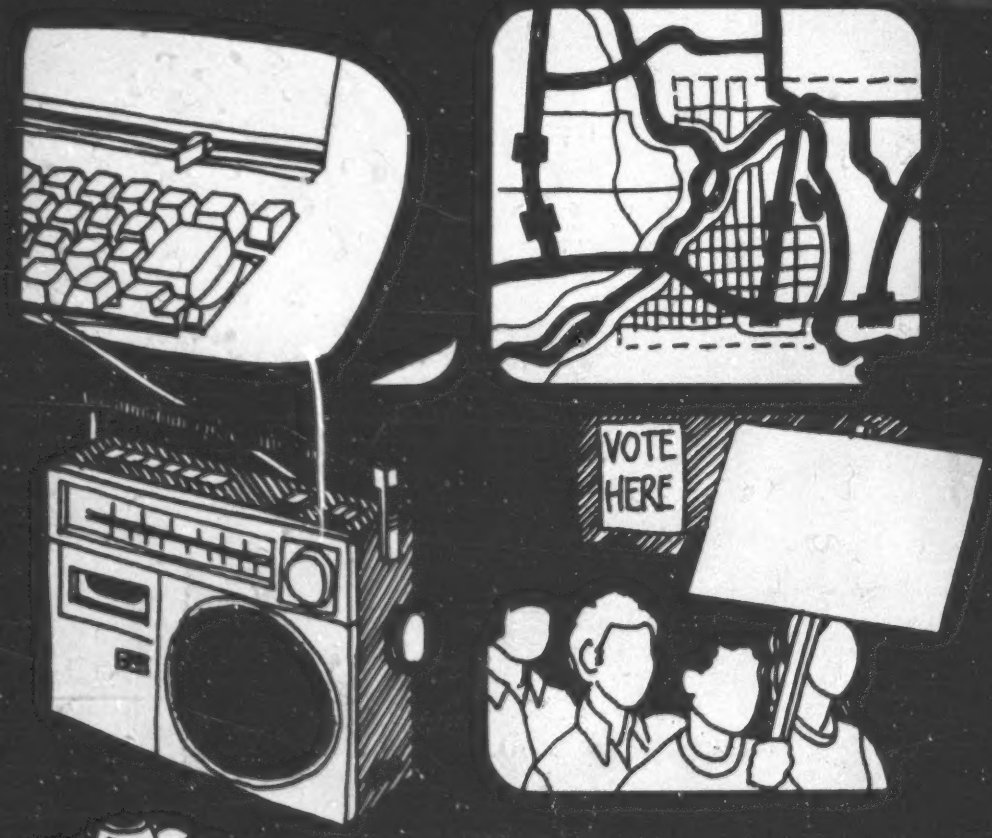

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

Most eighth or ninth graders used to learn quite a bit about careers and the community just in the normal process of growing up. There was a good chance that the father owned a farm or a small business or worked as an individual craftsman. And that the son or daughter would follow a similar course. If not, the father's work was not far away from the home and what he did was tangible and understandable. There were not so many occupations to choose from.

Today's young person faces a more difficult prospect . . . of knowing there are almost unlimited opportunities, but not knowing much about what they are or what path to take to them. Fathers and working mothers find it harder to describe their work, usually performed miles away from the home, and children are less likely to do what their parents did. It was easier to see and experience the community at work in a smaller town than it is in a large metropolis. Most schools are large institutions largely isolated from the world of work. So we have to work at it harder if youth are to get the understanding they need of the world of jobs and careers.

The approach in this McDonald's Action Pack recognizes the whole community as a learning opportunity. There is a need to get young people back in touch with the community and its institutions, and to get the community back in touch with them. There is a need to recognize that "learning" is a larger matter than "education," and that teachers can help guide the learning that can take place outside as well as inside the classroom.

We have agreed in this country that education is a public matter. Most of our children attend elementary and secondary schools that are publicly supported and publicly managed. Increasingly it seems appropriate for the public and private sectors to work together to strengthen all of our institutions. The perspectives, resources and biases of one sector can often broaden and strengthen and balance those of other sectors.

But how can business involve itself in education and still avoid conflict? These action packs offer one answer to that question. The resources of a large corporation support the independent work of curriculum experts and help make supplemental materials available to professional teachers and children.

The goals, content and methodology are set by the schools and by professional educators.

Education and learning are about the whole of life, and the work aspect should never become the central or sole purpose of education. Yet if work is only a part of life, it is an extremely important part. The schools can help bridge the classroom to the community, and youth to adulthood.

Willard Wirtz
Chairman of the Board
National Manpower Institute

FOREWORD

This McDonald's Career Action Pack was written by Robert E. Blum and Carolyn D. Raymond and produced under the auspices of Northwest Regional Educational Laboratory. The writing team was assisted by Linda Doyle and Sharon Komari with editorial help from Connie Irani. Design and graphics are the work of Warren Schlegel.

During the preparation of this Pack, Dr. Blum was on leave from his post as coordinator of career education for Jefferson County, Colorado, Public Schools to direct a regional career education communication project for the Laboratory. Dr. Raymond, a nationally recognized leader in career education, is Assistant Superintendent of Apache Junction Public Schools in Apache Junction, Arizona.

A draft edition was reviewed by an advisory panel of individuals experienced in both curriculum development and career education. Special thanks are due to the following individuals for the thorough reviews they provided at both the outline and draft stages:

Frank Burtnett, Associate Executive, American Personnel and Guidance Association

Diane Girard, Writer/Editor, Communications and Education Group, Mazer Corporation

Jan Kilby, Director, Project on Career Education, National Council of Teachers of English

Anita Mitchell, Senior Member of Professional Staff, Southwest Regional Laboratory for Research and Development

Barbara Preli, Program Accountability Specialist, Jefferson County Schools, Louisville, KY

Jerry Wanser, Principal, Wheatridge Junior High School, Jefferson County Public Schools, Wheatridge, CO

The draft edition underwent a trial review by experienced teachers from three schools – Hamilton Middle School in Seattle, Washington; Wheatridge Junior High School in Wheatridge, Colorado; and Apache Junction Junior High School, Apache Junction, Arizona. They provided excellent feedback to underscore the usefulness of these ideas in typical junior/middle school classrooms.

We at the Laboratory are pleased with the results of this effort and know the Pack will be a useful instructional resource.

Lawrence D. Fish, Executive Director
Northwest Regional Educational Laboratory
Portland, Oregon 97204

TABLE OF CONTENTS

Why a Career Action Pack? 1

How to Use the Action Pack 1

The Community—A Great Resource for Learning 1

LANGUAGE ARTS

Unit 1 - Journalism 3
Unit 2 - Radio 5
Unit 3 - Telephone 7

SOCIAL STUDIES

Unit 4 - Community Geography 9
Unit 5 - Municipal Government 12
Unit 6 - Local Laws 14

Spirit Masters

About the Northwest Regional Educational Laboratory

Bibliography of Teaching Resources

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WHY A CAREER ACTION PACK?

Teachers are always eager to find exciting instructional materials which are easy to use. This is especially true when the materials are related directly to topics in the curriculum at the appropriate developmental levels of their students. Teachers also know that the incorporation of career development goals and objectives into instruction helps make learning meaningful and interesting to students.

That is what this Career Action Pack is designed to do. You will find that the topics selected are those frequently taught in language arts and social studies.

This Action Pack is intended for eighth and ninth grade students and the more able sixth and seventh graders. The activities are ungraded to allow for teacher selection based upon the diversity of student ability and readiness.

The activities have been designed around the typical career development needs of students of this age group, who are in what many call a period of "identity development." Students are becoming more independent. They are experiencing accelerated physical, intellectual, and social growth. The activities, therefore, are designed to help students accept themselves outwardly and to assist them in their clarification of self.

Most students of this age are beginning to make tentative career choices, and it is important that they examine career fields realistically. Students need to be encouraged to explore a variety of careers and not to restrict their choices too soon.

They need also to begin to develop effective decision-making skills. Career development takes place within a framework of rapid societal and occupational change. The ability to make wise decisions will benefit students throughout life in an ever-changing society.

The Action Pack has incorporated ideas around three career development goals. These goals, found in *every* unit, aim to familiarize students with:

- **Subject Relevance** – the contribution of formal education to effective everyday living and especially to work settings and situations (both paid and non-paid).
- **Career Awareness** – careers, their environments, benefits, requirements, and relationships to lifestyle.
- **Self-Awareness** – personal characteristics and their relationship to personal actions.

In addition, each unit will *highlight* selected career development goals that include teaching students about:

- **Decision Making** – the nature and use of processes for resolving problems through systematic decision making.
- **Interdependence of Workers** – how workers depend on each other in their work.
- **Interpersonal Skills** – positive and effective ways of relating with other people.
- **Lifestyle and Value of Success** – the varieties of lifestyles and the measures of success associated with careers and experienced by workers.
- **Personal Values** – how students' own value systems affect and are affected by given situations; how personal values and community values may conflict as well as coincide.
- **Aptitudes and Training** – what abilities are needed in various occupations, and what training is required for them.
- **Discipline of Work** – the importance of individual responsibility in any work situation.
- **Societal and Economic Causes and Effects** – how people in various occupations interact with society and the economic world, and the implications of this relationship, both for the individual and for society.

The Career Action Pack provides ways for teachers to integrate these concepts using two major types of activities. One is an **exploration** activity, which utilizes the community as a resource for learning. The second is an **application** activity, in which students use subject-related knowledge or skills in a career-related way.

HOW TO USE THE ACTION PACK

This Career Action Pack contains six units – three units each in the subject areas of language arts and social studies. A unique feature of the units is their interdisciplinary approach. Each unit covers material relating to both subject areas. As a result, if you are a teacher who specializes in just one of the two subjects, you might still want to look over and choose activities in the other area. You also may wish to consider teaming with others to teach the units as interdisciplinary exercises, with each subject area within a lesson being taught by the teacher in that area.

In each unit you will find the following format:

- **Introduction.** This section includes general information on the unit, the highlighted career development goals, and a statement regarding the importance of those goals.
- **Exploration Activity.** In this activity, students explore the concepts being taught through a community learning laboratory approach. It helps the students understand the occupations and related lifestyles of workers within a particular line of work. The activity emphasizes the *career awareness* goal. This section includes student objectives and directions for conducting the activity.
- **Application Activity.** In this activity, students apply selected skills, knowledge and/or attitudes that are commonly taught in the subject area. The theme emphasized in this activity is that of *subject relevance*. Student objectives, directions for conducting the activity, and ideas for extensions are included.
- **Extensions.** These sections of each activity suggest ways you may enrich the material being taught.

Each unit has spirit masters for student use as part of the activities. They are conveniently indexed at the back of the booklet. These reusable masters will produce about 200 copies.

THE COMMUNITY – A GREAT RESOURCE FOR LEARNING

Every year, you as a teacher spend a good deal of time searching for ways to enhance your basic instructional program. Some of the best learning experiences you can arrange for your students are those that involve community resource persons - people from business, labor, industry, and government.

Community members help your students in the following ways:

- Showing them how what they are learning now will be applied later
- Introducing them to a variety of career options – providing first-hand information that will help them make occupational and educational decisions
- Increasing their understanding of how work is important to the well-being of individuals and our society

Involvement with community members can also help you achieve the following goals:

- Adding new meaning to what you are teaching – what your students are learning
- Introducing students to positive adult role models in a variety of jobs
- Adding variety to the instructional methods you use
- Improving communication between you and the community you serve – helping improve the image of the school in the eyes of the community
- Increasing your understanding of the workplace outside school – the workplace which most of your students will enter when they leave school

This section aims to help you make the community one of the many resources you use in bringing an outstanding educational program to your students.

Experiences that Involve Community Resources

Most people think of two types of experiences with community resources – speakers and tours (field trips). But there are many ways to use your community. The chart below suggests a few additional ways – and then use your imagination.

Planning Learning Experiences with Community Resources

It is important that each use of community resources be thoroughly planned and organized. The suggestions below will help you think about each detail of the experience so it is beneficial to all involved.

- Decide on the objectives to be accomplished by the experience.
- Think through exactly how the community resource experience fits into your overall program.
- Choose from among the many strategies for using community resources the one that best fits your objectives and the students' learning experience.
- Determine the kinds of questions to be asked of (information to be gained from) the community resource person. This is best done with student involvement.
- Decide on the kind of community resource person you want, find a particular person who fits the type, and contact the person to get agreement on his or her participation.
- Work through the logistical details of the experience with the community resource person (date, time, place, equipment and materials needed, etc.).
- Work out internal logistical problems as needed (transportation, parent release forms, space, equipment and materials, administrative approvals, etc.).

Preparing Community Resource Persons for the Experience

Equally important to preparing students is preparing community resource persons. Here are some tips:

- Make personal contact at the resource's place of business whenever possible.
- Make sure the person knows exactly how he or she is to be involved, as a speaker, as a tour leader, as a facilitator of small group exploration, etc.
- Discuss the objectives to be accomplished, questions to be answered, and procedures to be followed. Let the community resource person know what you expect of students.
- Provide characteristics of students – their ages, interests, abilities, etc. Help the resource person make the experience appropriate to the audience.
- Establish the approach to be used by the community resource person in interacting with the students and let the

Type of Experience	No. of Students	Approximate Time	Emphasis
Tour (field trip)	Up to 35 (specified by the resource)	1-3 hrs.	Brief tour of the facility. Overview of organization's purpose, operation, work force, etc., by interviewing workers on the job.
Seminar (speaker)	No limit	1-2 hrs.	Community resource comes to school to describe his/her career and/or discuss career-related issues.
Telelecture	Up to 50	30-45 min.	Students interview workers over the phone. Workers' voices are amplified through special telephone equipment.
Small group exploration	2-9	2-10 hrs.	Group receives overview of an organization, visits departments, shadows workers, and/or completes simple job-related tasks.
Individual exploration	1	2-15 hrs.	Individual student observes and discusses a specific job with a community resource person.
Extended exploration	1	15-30 days 2-4 hrs./day	Projects are planned for a community resource site in which the student has a strong career interest.
Community internship	1-10	Negotiable	Students complete side-by-side problem-solving projects with a community resource person (especially good for gifted and talented students).

students know what to expect.
- Find out about any special requirements – safety precautions at a community resource site, types of information not available, particular feelings or attitudes held by the community resource person – and let students know about them.
- Determine any preliminary study required of students prior to the experience and see that it is done.
- Confirm the date, time, place, and arrangement one or two days before the experience.

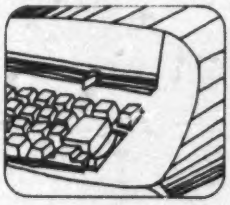
Preparing Students for Experiences with Community Resources

This step is critical to the success of experiences involving community resources. Students must know the purpose of the experience, be prepared for their part in it, and understand the importance of the image they project to community resources. Students are representing the school; they must know this and be ready to assume the responsibility. Some suggestions are:
- Discuss the purpose and objectives of the community contact. Let students know how the experience fits into the program.
- Work with students to establish the information to be gained from the community resource and develop the questions to be asked. Students should know the line of questioning to be pursued even if specific questions are not written.
- Cover the logistical details with students. Make sure that all those participating understand the arrangements and will follow through.
- Discuss matters of etiquette and responsibility with students – good listening techniques, being prepared, dress, participation, evaluation, etc.

Be sure students have the skills they need to get the most from experiences with community resource persons – interviewing in person, talking on the telephone, making introductions, writing letters, etc. Do not assume students have these skills even though they are 14 or 15 years old. Some activity ideas you may want to use to build needed skills follow:
- Have pairs of students plan and simulate a telephone interview. You may have to discuss telephone etiquette with them first.
- Have students practice face-to-face interviews using a school staff person or a volunteer parent as the interviewee.
- Have students practice introducing a community resource person (hypothetical) who has come to your class to make a presentation.
- Have pairs of students practice introducing themselves to a community resource person whom they are meeting for the first time at a community resource site.
- Have students, after practice and thorough planning, make a telephone call to invite a community resource person to speak to your class.
- Have students, after practice and thorough planning, call a community resource person to arrange for a tour (field trip), small group exploration, or individual exploration.
- After teaching about business letters, have students practice writing letters inviting a hypothetical community resource person to school and thanking the person after a presentation.

Follow-Through After the Experience

This step will clinch the benefits of the experience for all participants. Give recognition and thanks to the community resource person and have students tell him or her what they have learned. Good follow-through will assure cooperation in the future. For instance:
- See that formal appreciation is expressed at the conclusion of the resource experience. Later on, a thank-you note from you and the students is appropriate.
- Assist students in analyzing the significance of what has been learned. Make appropriate concluding assignments that will help them relate what the resource person has told them to classroom work.
- Evaluate the experience. This will bolster continuing efforts to improve the quality of experiences from the point of view of the resource person, the teacher, and the students.



Unit I – Journalism

Writing skills are essential for today's youth. Students need to be motivated to use these skills. They need to accept responsibility for good work habits and discipline. This unit ties both of these essential skills into two activities using the newspaper.

In the exploration activity, students take a tour of a newspaper office to discover the processes used in producing a newspaper from start to finish. During the tour, they meet many of the workers and interview them. Workers are asked about their responsibilities and the discipline that their work requires. During these on-site interviews, ideas will be generated on how to write good news articles. These ideas will then be used in the second activity.

In the application activity, students discuss the criteria for a well-written news article (headline, lead, body). They use this information to write news articles on a topic of their selection. Students then edit one another's articles. They prepare copy and submit their articles for publication in the class, school, or local newspaper. Students then discuss the discipline that the task required of them. They also share ways the skills learned will help them in other life endeavors.

1.1 Exploration Activity

NEWSPAPER WORKER SKILLS AND DISCIPLINE

Objectives

Students will be able to:
- define newspaper terms and describe tasks of newspaper workers.
- list several areas of self-discipline which newspaper workers must possess to be successful.
- specify the three parts of a news story – headline, lead, and body.
- name several language arts skills learned in school which are used by newspaper workers.

Directions

Make arrangements for a site visit to a newspaper plant. Indicate that as part of the tour students would like to interview a variety of workers, especially those who work with the writing of the news or feature stories (e.g., reporter, news editor, copy editor). If possible, arrange for a few of these workers to be available after the tour for in-depth dialogue with students on what makes a good news story. If the tour is not possible, arrange to show a film on a newspaper plant and then interview workers in class or over the telephone (using a telelecture approach, if possible).

Start the activity by posing several questions to the students. Ask:

1. Do you think you would like to be a newspaper writer?
2. Do you like to write stories?
3. Do you like people, and are you interested in what happens to them?
4. Can you work under pressure?
5. Do you know how to find accurate information?
6. Do you take notes easily on information in class?
7. Do you think and plan things out before you write?
8. Can you meet deadlines?
9. Are you objective and able to tell fact from opinion?

These are just some of the skills needed in newspaper work. Have students suggest other needed skills.

Prepare students to take a tour of a newspaper plant. Distribute Word Puzzle 1.1a. Indicate that the puzzle will help them become familiar with terms, language used, and the types of workers in a newspaper plant. The word puzzle is for them to work on prior to and after the tour.

So that students can learn about workers and the tasks they perform, they will be interviewing workers at the site who use writing skills. Distribute Interview Form 1.1b. Go over the directions on the form. If more than five workers are interviewed, assign various students to record the information on different workers. Also, assign different students the responsibility for asking the various interview questions. Teams of four students could be established. Be prepared in the actual tour to prompt workers on the content, if needed.

Note that students will be asking workers to comment on the self-discipline required in their work (question 2). Note the question to be asked of the workers. Students are to check those areas of discipline that the workers mention. Indicate that writing is considered a skill and a craft, but it requires discipline. Go over the areas of discipline (as identified by Benedict Kruse*):

1. Discipline of **Concentration** – to be able to cut off noise and distractions – both in the work setting of the plant and when they are interviewing or listening to someone.
2. Discipline of **Organization** – to have an organized mind, to be able to put things in order, and to sort out the important items.
3. Discipline of **Meeting Deadlines** – to meet the pressures of getting things done on time, and to be able to perform quickly.
4. Discipline imposed by **Space and Length** – to write within a required limit.
5. Discipline of **Productivity** – to be able to write a lot all the time in a short amount of time.
6. Discipline of **Quality** – to write and deliver a story well, to use words cleverly, to write with clarity, and to convey special thoughts to readers.
7. Discipline of **Constructive Criticism** – to be able to criticize one's own work, accept the criticism of others, and to be able to rewrite.

Conduct the site visit. Interview all types of workers. Have students visit with writers after the tour for in-depth dialogue on what makes a good news article.

When the class reconvenes, divide it into small groups to discuss the information obtained in the visit. Make group assignments according to the four questions used in the interview. Have each group report its findings, and let other students add to the ideas generated. Point out relevant skills including sentence structure, grammar, punctuation, capitalization, and creative writing.

Next, provide the answers to the word puzzle which is reproduced for you on the spirit master.

Extensions

- Have students make up their own word puzzles using newspaper terms and workers not in the original puzzle.
- Develop a list of areas of self-discipline and interview all types of journalists regarding the type of discipline required of the job.
- Have students generate lists of language arts skills taught at their grade level using textbooks. Then have them note which of these skills are used by the many newspaper workers identified in the unit, and what other kinds of workers use these skills.
- Have students examine popular magazines, professional or trade journals, and other publications and identify required writing skills.

1.2 Application Activity

WRITING A STORY

Objectives

Students will be able to:

- specify the criteria for a good headline, lead sentence, and body.
- write a news story including a headline, lead sentence, and body of story according to criteria specified in the unit.
- list skills learned in school that are used in writing news stories.

Directions

To prepare for this activity, obtain enough newspapers so that each student will have a paper. Most daily or weekly newspapers will readily respond to your request for multiple copies of their newspaper for a specific period. They appreciate an opportunity to groom future readers and consider it a public service. **Also begin to identify publishers to which students might submit articles.**

Begin this activity by telling students that they will write a news article and then exchange articles to edit one another's work. Their aim will be to submit their article to a school or community newspaper for publication.

Distribute newspapers to students and have them look for headlines that seem to catch their attention. Have them read the headlines aloud and discuss what makes them stand out. Mention criteria for a good headline. For example:

1. Tells in very few words what the article is about and gives the main idea of the article in a capsule form, since most

Journalism: Print and Broadcast, Benedict Kruse, Science Research Associates, Inc., Chicago, 1979.

readers scan headlines to decide what to read
2. Usually expressed in positive or negative terms – seldom are neutral terms used
3. Attracts attention to get readers into the "copy" in order to "sell" the story.

Some students may bring up the boldness of type or print, which also attracts reader attention. However, since in their writings students will not have control of this, it will not be considered.

Next, have students find what they think are good lead sentences. Give students a few minutes to find one they like. Have students in pairs share their lead sentences, and then call on a few students to read them. Note that leads differ depending on the type of articles. For instance, a feature story starts with information that is of greatest interest to the intended audience. The news story presents the most important information first. See what criteria students can come up with for a good lead sentence. Be sure to include these attributes:

1. Summarizes the article
2. Short and simple
3. Covers in the first two or three sentences what are known as the "five W's and the one H" (who, what, when, where, why, how)

Distribute Criteria For A Good News Story 1.2 and go over nine criteria for the body of a story with students:

1. Present facts in order from the most important to the least important. A news article always follows this rule of descending order of importance. Journalists call it the "Inverted Pyramid." One advantage of this approach is that it helps editors when they need to shorten an article. It also lets readers know that when they choose to stop reading an article, they have read the most important information.
2. Use sentences which are accurate and clear. Big words are usually not used.
3. Make the article objective. This is not an editorial. It must be factual, accurate, and fair.
4. Use vivid words that make readers see, smell, taste, hear, or feel what is being described. Paint pictures with words.
5. Use specific words to tell the story. For example, say poodle rather than dog.
6. Vary sentence length. Use long and short sentences. Keep paragraphs short.
7. Write the article in the third person. No words like "we," "ours," "your," "yours," or "I" allowed.
8. Provide transitions between paragraphs.
9. End article by joining conclusion with beginning sentence.

Have students pick a topic of news interest and prepare their article. Encourage them to reread and rewrite the article to meet the criteria. Have them check their grammar, punctuation, and spelling.

When students have finished their stories, collect them and redistribute to pairs of students for editing. Have them use the Criteria handout. Students should then get together and make suggestions and changes before submitting their stories to you.

Help students in getting their articles published, either through a local or school newspaper. Perhaps the local newspaper will publish a series of articles written by the students. An alternative is for the class to publish its own newspaper.

Finalize the activity by discussing with students what they learned about themselves regarding the discipline needed to accomplish their task. Also have them identify how this experience in school can help them in other work situations, either now or later.

Extensions

- Give students a series of facts and have them write headlines and lead sentences, or give them headlines and let them write imaginary stories.
- Have students select an article from the newspaper and have them extract main ideas. Then have them critique the story using the criteria for a well-written article.
- Have students write other types of articles such as feature, sports, or editorial articles.
- Have students clip feature articles of several types and writing styles. Discuss how they differ in approach and how all are different from the hard news story.

Unit 2 – Radio

Most students of this age are beginning to enter a time in their lives when the opinions of others, especially their peers, are very important to them. Students need to develop listening skills and then to determine how what they hear influences them. The purpose of this unit is to assist students in using listening skills to explore their own values and the values of others.

In the exploration activity, students will have a panel discussion or interview with a radio program director (or person who acts in this capacity), a radio station news editor (or person who acts in this capacity), and a local talk show personality from a radio station.

Initially all panel members will be asked about their work to familiarize students with exactly what they do and to provide practice in listening skills. Then students will ask questions prompting discussion among panel members about how the values they portray on radio conform or conflict with community values. Students will ask about how values pertain specifically to each panelist's job, and they will write answers to their questions on a handout used during the discussion.

In the application activity, students will listen to a radio program during class. They will discuss values and biases they heard on the program, thus clarifying the compatibility of their own values with those expressed on the radio program.

Students will also be given examples of situations relating to values in which a radio program director, news editor, news director, and local talk show personality might find themselves. Students will discuss these situations and suggest possible actions.

2.1 Exploration Activity

LISTENING AND VALUING

Objectives
Student will be able to:
- list several active listening skills.
- describe how values are portrayed on radio programs, how these values conform or conflict with community values, and how radio workers handle values and biases.

Directions
In planning for this activity, prepare a panel of workers from a local radio station. Workers needed are those who function in the roles of program director, news editor, and local talk show personality. If the panel is not possible, perhaps the workers could come to the class one at a time or be interviewed over the phone using a telelecture approach.

Start the activity by asking students:
1. Have you ever experienced a situation in which you thought the other person was not hearing what you said? How did you feel?
2. Have you ever found yourself trying to listen to someone else and realized that you have not heard the last 15 seconds of what he or she has said? And the person has, obviously, just asked you a question. How did you feel?
3. Are there ways to tell whether or not people are listening (face, body movement, etc.)?

Explain to students that to be a good listener one has to be attentive – to think. Some people call it "active listening" or listening with the "third ear" (the mind).

Have students generate what they think are suggestions for good "active" listening skills. Here are examples:
1. Giving full attention, resisting distractions
2. Reflecting on what is being said, and seeking the important themes
3. Waiting for the speaker to finish without interrupting
4. Clarifying what is being said when you first have a chance to respond; asking questions before you give your thought
5. Having the person repeat what was said, if necessary
6. Taking notes as to what is being said, if appropriate
7. Being ready to respond

To help illustrate the difficulty in listening, have students see how much they can remember of the following statement without taking notes:

Radio Station KWCR transmits 18 hours a day from 5 a.m. to 11 p.m. on the AM frequency of 1280 and the FM frequency of 970.

Then have students list on a piece of paper what they heard. Tell students not to speak out or share answers just yet. Do not give answers!
1. What are the call letters?
2. How many hours do they transmit?
3. What times do they transmit?
4. What is the AM frequency?
5. What is the FM frequency?

Now have them turn the paper over. Have them jot notes down as you repeat the statements and questions. Provide answers to see how well the students listened.

Introduce some of the following ideas:
1. Discuss how radio broadcasting is restricted by the capabilities and listening skills of the audience.
2. Share how a radio station's success is based on how well it presents programs to the listeners.
3. Familiarize students with some of a radio station's workers and their tasks.
4. Illustrate how people in some positions in the station have to make decisions regarding values which affect many people.

Prepare students for a panel discussion with a radio station program director or producer, news editor, and a local radio talk show personality. Distribute and go over the Panel Discussion Questions 2.1:
1. From the program manager students can discover why certain programs are or are not aired and why they are placed in certain time slots. Students can ask about local programming and what determines the topics and approach for these shows. They will also learn what impact community values have on programming and how these values are determined.
2. With the news editor, students can inquire about the process for determining priority among news stories and what approach will be used on the stories.
3. With the local talk show personality, students can ask not only about how values play a role in his or her work, but also questions about the work, the effect of this work on lifestyle, and how the personality handles any recognition that comes with his or her prominent position and how subjects studied in school relate to his or her present job.

Have students generate additional questions. Indicate that they are to take notes and that after the discussion they will be comparing notes regarding what they heard.

After the actual panel discussion has been completed, have students discuss the content of the panel information as it relates to the questions on the handout. Note similarities and differences. Have students examine their own reactions to what was said.

Extension
- Have students keep track of radio programs aired over a two-week period. Have them analyze their listening patterns in terms of program purposes. They could also log values being stated in the programs and compare them with their own values.

2.2 Application Activity

WHAT DID I REALLY HEAR?

Objectives
Students will be able to:
- discriminate among four main aims of communication – to inform, to persuade, to entertain, and to express an opinion, - given a radio news program.
- list values and/or biases which were portrayed, given a radio talk program.
- describe what they would do in certain situations relating to values.

Directions
Before starting the activity make sure that you have a radio for use in the class. If time is such that the class period cannot be used, select a particular radio show which students can all listen to at home or play one that was previously recorded by permission. The show should be one in which opinions are being expressed.

Indicate to students that listeners frequently do not pay much attention to how the media influence them. Point out that listeners need to decide how they are going to be influenced. People need to be good media consumers, to make intelligent choices.

Point out that all communications media programs have one or more of the following four aims:*
1. To inform
2. To persuade
3. To entertain
4. To express an opinion

By identifying the aim of the message on the radio, students can decide whether and how to listen. Mention that many programs may have more than one purpose, but one usually is emphasized. Knowing the purpose will help students make more intelligent choices.

Have students all listen to the same radio program in class (or after school in the evening). Have them listen with the following questions in mind:
1. What is the purpose of the program?
2. What are some of the values displayed or portrayed on the program?
3. How do you feel about these values heard?

Have students recall the good listening skills discussed in the exploratory activity.

After listening to the program have students, in groups of five, compare notes and report specific conclusions to the total group.

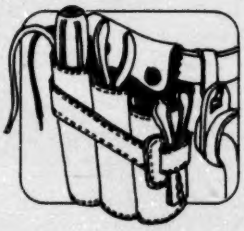
Distribute the If I Were . . . Activity Sheet 2.2 to each group of five students. Each member will play the role of a radio worker. Specific problems relating to values are given to which students are to respond. Students should read their card to the other members of their small group and discuss what they would do. Then as an entire class have members who had cards alike tell their solution to the problem. Students should note similarities and differences.

Explain to the class that while they were doing this activity they were taking one another's values into account. Have students (if desired) share how their values were being influenced by others.

Wrap up the activity by suggesting that students should now be more aware of values, biases, and opinions when listening to the radio. Have students note how else they could use these skills as intelligent consumers of other forms of media.

Extensions
- Obtain teletype copy and have students write news stories for radio. Discuss the biases and/or opinions and the values students may have incorporated into the stories.
- Encourage students to write a radio script and to record it on a tape recorder. The approach should be documentary and should deal with conflicting values. Students could then discuss the various values.
- Have students keep track of radio programs listened to over a two-week period. Have them analyze their listening patterns in terms of program purposes and discuss how good tutoring skills are helpful in finding jobs outside communications. They could also log values being stated in the programs.

*Theory of Discourse, James Kinneavy, Prentice-Hall, Englewood Cliffs, N.J., 1971.



Unit 3 – Telephone

Most students are familiar with the use of the telephone in their homes. They are less knowledgeable about proper telephone etiquette. It is important for young adults of this age to begin to appreciate the full potential of the telephone as a personal and business communications tool.

Students are seldom familiar with what happens behind the scenes to make the telephone a dependable communications tool. Few students know about the workers who make the telephone possible or about electronic communications technology.

The exploration activity in this unit involves some information-gathering tasks and a tour of the telephone company. It allows students to interview workers to gain an increased understanding of relationships between work and lifestyle and the effect of technology on future occupations in communications.

The application activity emphasizes telephone etiquette in a variety of situations through a role-playing activity and a survey of telephone users.

3.1 Exploration Activity

TOURING THE TELEPHONE COMPANY

Objectives
Students will be able to:
- identify a variety of occupations within the telephone company and identify tasks associated with each.
- specify ways in which advances in telephone communications technology have caused social and economic changes in our society.

Directions
To conduct this activity a site visit to a telephone company needs to be planned. Set up your tour several weeks in advance. Indicate that several workers need to be interviewed. Confirm the tour date and time in writing after the telephone arrangements have been made and include in your correspondence the special areas or topics you are interested in. Some suggestions follow:
1. An exploration of the variety of employee occupations in the company and the tasks requirements
2. An examination of the technological innovations on the horizon and how these will affect communications about jobs
3. Tips on telephone etiquette, especially as it relates to business use of the telephone

If the tour is not possible, an alternative would be to obtain a film from the local telephone company or to invite telephone workers to the class as guest speakers.

Begin the activity by asking students to brainstorm in small groups all the occupations they can think of within the telephone company and to record these within each group. Have the small groups report back and make a master list of these occupations. Then discuss whether these occupations were in existence 20 years ago and whether they might be in existence 20 years from now.

Indicate to students that they will be taking a tour of the telephone company.

Indicate that during the tour students will be looking at three areas:

1. Variety of occupations in a telephone company, as well as how long those types of occupations have been in existence and what the occupational outlook is for those occupations
2. Future developments in the telecommunications industry and their effects on workers and consumers
3. Proper telephone etiquette, especially as it relates to workers who use the telephone frequently in their work

Have students generate two questions each for the above three areas. Here are some questions which might be considered:

1. What tasks are required in your job, and have they changed recently?
2. What current jobs will be eliminated or have recently been eliminated due to technology, and what new ones will be created?
3. What technological changes have occurred in the past 10 years in the telephone industry (like lasers and satellites), and what are their effects on your workers and consumers (e.g., new services like speed calling, call waiting, call forwarding, three-party conference calls, equipment for the handicapped)?
4. What societal effects do you foresee as a result of advances in the communications industry?
5. What thing bothers you most about misuse of the telephone by people who use it for work purposes?
6. What is one telephone etiquette tip you could give us?
7. How does the telephone increase the cost effectiveness of a worker who uses the telephone as a part of his or her work?

Develop from these questions a structured interview form which students can use on the tour. Duplicate the form for student use. Delegate certain students to ask the questions of the various workers interviewed.

Conduct the tour. Insure that workers interviewed cover adequately the questions asked. Encourage workers to elaborate on the societal and economic effects of technology.

After the tour, have students form small groups to report on their findings as a result of responses obtained. Have them synthesize their comments and put them into a summation statement.

Extensions

- Have students gather newspaper and magazine articles on the telecommunications industry that indicate future change as it relates to either social or economic consequences.
- Have students observe themselves and members of the family in the proper use of telephone etiquette.

3.2 Application Activity

TELEPHONE ETIQUETTE

Objectives

Students will be able to:

- identify workers who use the telephone a great deal in their jobs.
- describe specific telephone etiquette needed in business and office situations.
- describe negative social and economic effects that poor telephone etiquette might have on a variety of callers.
- describe how the skills learned in school relate to work situations, especially the skills of speaking, listening, asking for information, description, and giving directions.

Directions

In preparing for this activity, several telephone books with Yellow Pages will be needed, as well as containers for the role cards. Students will also need access to phones. It is suggested that local newspaper coverage be obtained before the activity starts to increase the chances that employers and employees are aware of the possibility of being part of the survey.

Have students identify "pet peeves" they have noticed when they have spoken to someone on the telephone. Distribute and go over the handout Telephone Tips 3.2a.

Next play the game "Your Etiquette Is Showing," which uses Role Cards 3.2b. Make copies for the class (one set of cards for each group of students). Cut role-playing situation cards along the lines. Place each set of cards in a box or hat. Each situation card will have two or three roles. Students should be in groups of four or five and then again divided into mini-groups of two or three. One mini-group selects the role cards and portrays the situation. The second group will then present the telephone situation as it should be done, using proper telephone etiquette. This will provide "before" and "after" view of each situation. Students can also develop their own situations, as time permits, to cover tips not included here. Students love to "ham it up," and this gives them a learning situation in which to perform.

Form small groups of students. Have them brainstorm all the workers who use the telephone frequently in their jobs. Have the groups report back on these and make a master list. The Yellow Pages of the telephone book may be used by students in identifying additional workers and companies who rely heavily on the telephone in their jobs.

Next have students generate a telephone survey form on which they can gather information on telephone etiquette as well as social and economic effects resulting from the proper and improper use of the phone by workers. Some of the items considered might include:

1. How important is good telephone etiquette in this person's job?
2. How does the person use the telephone – specific techniques in that job?
3. How did the person learn proper telephone etiquette?
4. What is the most irritating bad telephone habit the person encounters?
5. What is the most important point in telephone etiquette to remember and practice?
6. What are the economic effects if the telephone is not properly used on the job?

Duplicate the telephone survey form for student use.

Assign a company or companies to each student who will conduct a telephone interview to obtain the information. The student should first call the company personnel officer or manager and explain the purpose of the inquiry. Have the students write a script so they are all making comments. Go over with students some tips for writing a good script:

1. Clearly understand what you are to explain.
2. Include all necessary information in appropriate order. Start with a topic outline of the steps, and then stay with the outline as you talk.
3. Use language that the person you're calling will understand.
4. Make an exact statement of what his or her role is in the survey. (He or she may be the person you will also choose to interview.)
5. Ask the person you're calling if he or she has any questions.
6. Ask for an appropriate time to call for the survey interview.
7. If your request is refused, be gracious and express your thanks anyway.

Have students in pairs practice their own telephone etiquette using the script and the interview form – one being the interviewer and another the person in the company. Have them reverse roles. Then they should critique one another.

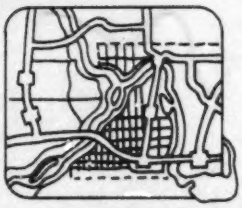
Have students begin the process. In this first call the student will set up a telephone appointment time to conduct the interview. Distribute the survey form to each student. Next, each student will conduct the survey interview over the telephone.

When all the interviews are completed, have students compare and contrast the information gathered. Note responses common to the areas and discuss these with students.

As a final activity, have students discuss the relevance of the experience as it relates to their current situations as well as future situations.

Extensions

- Ask students to keep a log of each telephone conversation they have in the next week and how they used, or forgot to use, proper telephone etiquette. Also, ask them to make notes on how the person they were speaking with used proper or improper etiquette.
- Arrange for an expert in technical/electronic innovations in the telephone company to come and talk with the class about the effects of proper telephone techniques on long-range company planning.



Unit 4 – Community Geography

The study of local community geography and community agencies has particular relevance for students when they can relate the knowledge gained from experiences in the larger community to their own experiences in a smaller community, the school environment. The two activities in this unit are designed to have students explore community and school services which help people meet their social, educational, and employment needs, and to have them apply research skills in the process of exploring.

In the exploration activity, students survey community agency workers to learn about the operation of the agency, services provided, and helping occupations connected with the agency. Students indicate locations of the agencies on a city map posted in the classroom and report their findings to the class, thus creating an overview of community services and the people who deliver these services. The application activity involves students in researching and planning a "career development services agency" within their own school, through which they will assess career development needs of other students. The relationship between needs and the services to help meet those needs thus becomes more personally meaningful for the student.

Both unit activities emphasize learning about the interdependency of and interrelationships between people. Through small group work students learn how fulfilling individual responsibilities contributes to a group effort. They also explore their feelings about working cooperatively with others.

Career development goals which are highlighted in the unit include personal values, interdependence of workers, interpersonal skills, and decision making.

4.1 Exploration Activity

PEOPLE HEARING PEOPLE

Objectives

Students will be able to:

- identify social, educational, and employment-oriented problems or needs which require the aid of other people.
- identify community agencies and organizations which provide services in the problem or need areas.
- describe the various meanings ascribed to work and the satisfactions that can be derived from working in occupations which help others.
- describe ways in which workers who help others interrelate with other workers and with the people they serve.
- describe their personal perceptions of and feelings about working in a "helping " occupation, its benefits and drawbacks.
- demonstrate responsibility for completing their designated tasks.

Directions

Obtain the resources for this activity, including telephone book, community directories (usually available from city and/or county government offices or chambers of commerce), a large map of your city, at least five colors of stick pins, and transportation for students into the community. Introduce the activity with a discussion which includes the following points:

1. Service occupations are those in which individuals give person-to-person help. Services are provided to meet a wide range of people's needs. Service careers can be divided into two main types: personal service occupations and public service occupations. People in personal services do things for people who often choose not to do those things for themselves. Personal service workers are found in areas such as:
   - Domestic services
   - Lodging and related services
   - Barbering, cosmetology, and related services
   - Dry cleaning, laundry, and apparel services
   - Domestic animal care services
   - Food and beverage preparation services

   Can you think of some specific occupations in personal services? Some examples are:
   - Cook
   - Food server
   - Hotel clerk
   - Barber
   - Housekeeper
   - Animal trainer
   - Tailor
   - Dry cleaner

   People who work in public service occupations are usually government employees and provide services that individuals often cannot do for themselves. Public service workers are found in areas such as:
   - Civil service
   - Administrative and regulatory services
   - Protective services
   - Postal service
   - Public utilities
   - Public transportation
   - Labor affairs
   - Health
   - Urban development
   - Parks and recreation
   - Social services and counseling

   Can you think of some specific occupations found in public services? Some examples are:
   - Mayor
   - Park ranger
   - City manager
   - Police officer
   - Fire fighter
   - Mail carrier
   - Line repair worker
   - Pilot
   - Health nurse
   - Sociologist
   - Game warden
   - Social worker
   - Day care attendant
   - Tax assessor
   - Medical laboratory technician

   This exploration activity will concentrate on public service occupations, particularly those in which people help others with personal problems or needs that they cannot handle on their own.
2. Each of us, at one time or another, has a problem or need which requires the help of other people. What are some of these problems or needs you or someone you know has experienced? Some examples:
   - Unemployed and can't find a job
   - Job layoff, and no money in a savings account
   - Vacation time, no school, no money – what to do for recreation
   - Handicapped or aged person who can't drive or prepare meals
   - Mother or father who has young children (preschool), but must work all day
   - High school graduation (or summer vacation) and wondering how to find a job
3. Sometimes friends or relatives can help, but there may be times when the services of community agencies or organizations are necessary. Community agencies are designed to provide help, usually on a temporary basis, for people with specific problems. These agencies cover a wide range of needs, are located in different areas of the community, and are operated by people who are trained to help people solve their problems.
4. You may not have thought of some services you use as being related to one or more community agencies. For example, summer recreation programs are often run by neighborhood youth centers or public libraries; youth employment centers help students find part-time work or summer jobs; if someone in your family has need for medical help and cannot afford a private doctor, the state health department offers services; if your father or mother is laid off from a job, he or she may be able to get assistance from the state employment office. Community agencies offer many other services, too, and in this activity you have an opportunity to learn more about them.
5. Dealing with the problems of others takes a special kind of person. What characteristics and skills do you think this person should have? Examples:
   - Ability to listen
   - Ability to identify problems and suggest possible solutions
   - Ability to communicate ideas both orally and in writing
   - Patience

Have students categorize the needs listed in Number 1 above into several areas such as health, education, employment, welfare, recreation, etc.

Have each student think about the category he or she would like to explore further; divide students into small groups based on their interest category and have each group choose a team leader.

Brainstorm sources for finding community service agencies such as community directories, Yellow Pages of the phone book, etc.

Distribute Checklist 4.1a and Interview Form 4.1b to each group and review the directions with students. Answer initial questions and provide assistance with resources and logistics as the activity progresses.

While students gather their survey information, post the city map. Assign each group a stick pin color so students can identify locations of their community agencies.

When students have completed their research, review the reports prepared by each group with them and schedule presentations.

After all presentations have been made, discuss the following and other questions with the class:

1. Do you think the agencies and agency workers you surveyed would be helpful to you if you had a problem? Give reasons to support your answer.
2. How do you think the person you interviewed feels about his or her job?
3. Would you consider working for a community agency? In what position(s)? Give reasons to support your answers.
4. What are some ways this person cooperates with other people who work for the agency? With people who work for similar agencies?
5. What did you learn about working as a team with others in your research group?

End the activity by reinforcing the idea that social studies is an area in which students can learn many skills they need to help themselves and others. By using such techniques as interviewing and surveying, students can become aware of the work of community agencies, learn more about the people who choose helping occupations and how they depend upon them, and see how people work together to improve the community in which they live.

Extensions

- Have students explore services offered by businesses and other privately owned and operated organizations.
- Have students talk with people who have received community agency services to discover the agency's effectiveness in meeting problems or needs.
- Have students visit or call county or state agencies that may serve local communities.
- Discuss historical development of social service agencies and explore the ways "helping" was done in America in the past.

4.2 Application Activity

PEOPLE HELPING PEOPLE

Objectives

Students will be able to:

- create a step-by-step plan for providing selected career development services for other students.
- assess their personal interests and abilities as they relate to choosing group tasks.
- describe their feelings about working interdependently with other students.
- demonstrate responsibility in completing their designated individual and group tasks.

Directions

Prepare for this activity by informing the principal about the planning that is going to be done and ask for his or her support for planning and perhaps operating the service planned. Introduce the activity by discussing the following points:

1. The community offers many services to people with different needs. Discovering people's needs, planning programs to meet those needs, and providing helping services are responsibilities of some people who work in the social service occupations.
2. The school is a small community. Students have needs, and different school programs (the service of the school) are offered to meet those needs. Some services provided by both the school and the community are designed to help people in an important area called career development. Career development involves things like thinking about your personal interests and abilities, exploring many different jobs and thinking about which ones you might enjoy doing, planning for use of leisure time, managing time and money, and thinking about your responsibilities as a citizen.
3. You all make decisions about these things, whether you are aware of it or not. Often, the most sound decisions are based on planning and goal setting. Many of you need help with career development.

   Write the areas listed below and others you or students add on the chalk board and ask students to indicate which areas are most important to them:

   - Discovering personal interests and abilities
   - Finding out about different jobs and occupational fields
   - Finding out about educational/training opportunities and requirements
   - Learning to make plans and set goals
   - Deciding how to spend leisure time
   - Finding a part-time job

Discuss the kinds of programs or services presently offered by your school to address career development needs. Have students tell about any experiences they have had with classroom activities, counseling sessions, audio-visual materials, etc., which dealt with their career development needs. Encourage students to think more deeply about the services by asking:

1. Which career development areas are not covered by any school programs or services you know about?
2. In which area(s) would services offered through the school provide you with the most help? Do you think other students like yourself would be helped by such a program?

Tell students they are going to plan a career development service for their school. **Have them think about how they would develop a new service by asking them to list the steps they would take to create a plan for providing career development services to other students.** List the steps on the chalk board as students respond. Student responses should include items such as the following:

1. Survey other students to determine their career development needs.
2. Find out which areas of need are presently not being met by existing services.
3. Develop a plan for providing those services.
4. Put the plan into action.
5. Evaluate the plan to see how well it worked.

Have students decide exactly how they would do each of the steps listed above. Write the tasks on the board as students respond. Tasks should include:

1. Survey students to determine needs.
   - Develop survey questions (see items listed under #3 above).
   - Conduct an informal oral survey OR distribute questionnaires OR conduct voting in several classrooms.
   - Compile survey results.
   - Determine greatest needs.
   - Report findings to the teacher.
2. Find out what school programs and services currently exist.
   - Contact and invite the school counselor to talk with the class.
   - Check the library to find the amounts and kinds of career information available.
   - Write a brief description of programs and services available.
   - Report findings to the teacher.
3. Find out what areas of need are not presently being met.

- Compare student survey results with existing materials and programs.
- List student needs not being met by existing services.
- Brainstorm ideas for providing services which would meet those needs.
- Report findings and suggestions to the teacher.

4. Develop a plan for providing the services by answering the following questions:
   - What is the need?
   - Who will be served?
   - What services will be provided? At what times? In what locations?
   - What resources are available to help provide the service (people, places in the school, materials such as books, films, community directories, etc.)?
   - Who will provide the services (counselor, student aides, teachers, etc.)?
   - What skills must the people providing the service have (patience, good listening skills, knowledge of available resources, etc.)?
   - What will the agency name be?
   - How will students be informed about services?

When the tasks for all planning steps have been generated, guide students in deciding which things must be done first (or concurrently), prioritizing the remaining tasks and setting deadlines for completing each planning step.

Decide with students what working groups should be formed and **divide students into these groups.** For example, you may want two or three groups working on tasks related to determining students needs, and two or three groups working on finding out what services exist. Distribute Planning Form 7.2 to each group and review the directions. Answer student questions. Aid small groups, as necessary, with information about resources, acceptable procedures, permission from other school administrators and personnel to conduct certain activities, etc.

Monitor group work and compile group findings in preparation for the next planning steps. As each step is completed, report progress to the class, review the next steps to be done, and have students form new working groups as necessary. Distribute additional copies of Planning Form 7.2 to newly formed working groups.

As each planning step is completed, discuss the following and similar questions with small groups or the class as a whole:

1. Are the designated tasks being accomplished according to the specified deadlines?
2. What problems have arisen? How has your group dealt with the problems?
3. What techniques have been most effective in helping you work with one another?
4. How do you feel about working in small groups? About changing your working group periodically?
5. What skills have been most helpful in completing this application activity?
6. What are the most important things you learned as a result of this activity?

When all planning steps have been completed, have students make a composite report, presenting the finished plan for the career development services agency. Invite the principal and others to attend the presentation. **End the activity by reinforcing the following points:**

1. School can provide services to students, just as the community provides services to its members.
2. Students can help other students think about their needs and develop a plan for meeting those needs.
3. Skills such as information gathering can apply to many different learning situations.

Extensions

- Have students simulate the actual operation of the career development services agency by creating and acting out role-playing situations focusing on student needs.
- Provide agency services to other students at the school.
- Submit suggestions to the school principal, counselor, or youth-oriented community groups for improving their services to youth.

Unit 5 – Municipal Government

Young people, like many adults, may often feel they have little impact on the complex societal decisions which affect their lives. This unit gives students the opportunity to explore the roles people can play in grassroots decision making at the community level. Through the use of research techniques and simulation activities, students learn about the community groups which influence local policy, and how they affect community decisions.

In the exploration activity, students hear a panel of community group representatives discuss their jobs, various current local issues, the part that influencing others plays in their jobs and personal lifestyles, and some ways people can participate in influencing community decisions. In the application activity students research a local issue, develop strategies for influencing the outcome of the issue, and play the roles of different influence group members in a simulated public meeting. The students are expected to experience the frustrations as well as the successes of trying to influence and work with others who may not share their viewpoints.

Taken together, the activities emphasize the career development goals of decision making, interpersonal skills, and lifestyle/value of success, while requiring students to use the media and community people as activity resources.

5.1 Exploration Activity

DECISION MAKERS IN THE COMMUNITY

Objectives

Students will be able to:

- identify influence groups (elected officials, government employees, special interest groups) who work on issues or problems in the local community.
- describe some of the processes members of these groups use to influence decisions which affect the community.

- give examples of the effect of the influence group member's job on his or her lifestyle and the effect of influence group decisions (policies, laws, etc.) on the lifestyles of people in the community.
- give examples of the personal values that motivate people to work in influence groups.
- describe their personal feelings about working as members of an influence group.

Directions

Introduce the activity by discussing the following points:

1. People in a community depend on one another to meet both individual and group needs. To do this, many decisions must be made. Those decisions often result in policies or laws which may affect the lives of community members. For example, if a group of parents wants to have a community playground built, what are some issues which must be considered?
   - How much will it cost taxpayers?
   - Will zoning laws allow for it?
   - Do other people in the community want it?
   - Which government agencies are responsible for making the final decision?
   - How will the lives of the people in the community be affected by it?
2. Elected officials, government employees, individual citizens, and special interest groups all take part in the decision-making process. These people are members of what may be called "influence groups." The way individuals and groups use their influence depends on what they believe in (values), and what they hope to accomplish (goals). The work of influence groups can determine such things as whether or not a playground is built, how much and what kinds of taxes are paid by citizens, and what community services are made available. In this activity you will be learning about the jobs of elected officials, government employees, or members of special interest groups.

Organize the class to conduct the activity. Divide the class into three groups based on each student's interest in obtaining information about elected officials, government employees, or special interest groups.

Distribute Directions 8.1 to each group. Review directions with students and answer initial questions.

Monitor progress as each group gathers information, and assist students with finding resources, making community contacts, and setting up the panel discussion that is part of the activity.

When groups have identified the speakers who are willing to serve on the panel, conduct a class meeting to plan the panel discussion. Draft a confirmation letter to be sent to each speaker. Plan the date, time, place, and discussion topics and questions to be addressed by panel members. Examples of questions include:

1. What are your job responsibilities?
2. What is the purpose of your agency or organization?
3. What are some examples of issues on which you work?
4. What are the processes you go through in dealing with community issues and influencing the development of policies or legal decisions?
5. Who are some other people you work with in the community?
6. How might your decisions affect the lifestyles of people in the community?
7. What are some problems you encounter in your work?
8. What aspects of your work are most satisfying or rewarding for you? Least satisfying?
9. How does your work affect your lifestyle (leisure time, family, friends, etc.)?
10. What are some reasons you decided to become involved in the work you do?
11. How did you prepare for this occupation (special training, high school or college courses, etc.)?
12. What are some ways people can become involved in influencing community decisions?

Have students return to their groups to complete the activity sheet.

Collect and review the brief descriptions of speakers prepared by each student group.

On the day of the panel discussion, serve as moderator. Introduce each panel member and facilitate discussion between students and panel members. After speakers leave, discuss the following kinds of questions with the class:

1. How do you think influence groups affect you? Others in your family and the local community?
2. In what ways can people participate in influencing community decisions?
3. How do you think the speakers feel about the work they do?
4. How would you feel about working in the various influence groups? Give some reasons for your answer.

Help each group compose a letter to thank speakers for their participation.

End the activity by reinforcing the following points:

1. Influence groups help make many decisions that affect the lives of people in the community.
2. Each of us has opportunities to influence community decisions if we take the time and interest to learn about the processes involved.

Extensions

- Have students create a diagram of the process(es) used by each influence group to accomplish its goals. Compare and contrast the processes used by each group.
- Have students attend meetings of the city council or county commission to observe the interaction of different influence groups and individuals on a particular issue.
- Have students choose a local, state, or national issue of interest to them and volunteer to join a group working for or against that issue.

5.2 Application Activity

PUBLIC MEETING

Objectives

Students will be able to:

- describe ways citizens can influence community decisions.
- apply the use of interpersonal skills and persuasive techniques to the process of group decision making.
- evaluate their effectiveness in accomplishing individual and group goals.

Directions

Introduce the activity by discussing the following points:

1. The major groups which help make community decisions (elected officials, government employees, and special interest groups) use many different techniques to influence an issue. Examples are talking with others to determine support for their position, writing letters to public officials to

show how community members feel about the issue, researching local regulations or laws which might affect the issue, and submitting press releases to newspapers or TV to state the group's position and to try to persuade others to see it their way. Can you name additional ways to influence the outcome of an issue?

2. Public meetings are often held so representatives of each influence group can express their views on an issue. At these meetings, representatives may do such things as give opinions for or against the issue, provide information on government regulations, report the results of an opinion survey they conducted, or present other information to support their stand.
3. Public meetings are often conducted by local government groups like the city council or county commission, but may also be sponsored by a community group like the League of Women Voters.
4. In this activity, you will be using information you learned about influence groups to conduct a public meeting on an issue important to the community. The class will choose an issue to work on, gather information from community influence groups involved in the issue, and take on the roles of influence group representatives at a public meeting to be held in the classroom.

After brainstorming current issues have the class decide on one issue on which they would most like to work. Have students gather information about the issue to answer questions like the following:

1. What is the issue or problem?
2. What influence groups are involved in the issue?
3. Who will be affected by the final decision on the issue (students, aged persons, taxpayers, others)?
4. What are some arguments for and against the issue?

Review the information gathered with the class.

Divide students into three or more influence groups based on their areas of interest. Groups can include elected officials, government employees from various departments, and one or more special interest groups. **Plan the public meeting.** Include decisions about date, time, place, and guests to be invited. **Distribute Directions 8.2 to each group, review the directions, and answer student questions.**

Be sure all groups know the date, time, place, and procedures for the public meeting; they must complete the research and preparation work to present their positions on that date.

Monitor the work of each group and provide assistance as the activity progresses.

After the public meeting, discuss the following and similar questions with students:

1. How did you feel about taking part in the work of an influence group?
2. Do you feel the work of your group was successful? Why or why not? What problems or frustrations did you experience? What are some things your group might have done to make its work more effective?
3. What things might be done to get more people involved in community decisions?
4. What are some other issues on which you might like to work in the future?

End the activity by reinforcing the idea that active involvement in an influence group is one way to take part in community decisions.

Extensions

- Have students attend a public meeting on the issue and present their opinions and positions.
- Have students follow an issue as actual decisions are made about it in the local community. After the issue is decided, invite representatives of the community influence groups who were involved to review the process which occurred with the class.

Unit 6 – Local Law

Most students will never be involved in juvenile offenses or legal problems. It is, nevertheless, important that all students be aware of basic aspects of our legal system: due process of the law; reasons for laws; the interplay of individual rights and societal responsibilities; and the jobs of people who work in law enforcement, social services, and other law-related occupations. These are areas in which students can explore "how the system works" and how it affects them or people they know.

The Local Law unit is designed to familiarize students with local and state laws which affect youth; procedures, rights, and responsibilities involved in due process; occupations related to carrying out due process; and the work of individuals in these occupations. In the exploration activity, students discuss these and other areas with several representatives of the social service and law-related fields. These representatives become an advisory committee and then serve as resource people for the application activity, "Due Process: What Happens Now?," in which students have their "day in court" and present cases involving young people accused of legal offenses as they play the roles of the workers guiding those young people through the legal process.

Career goals addressed by this unit include personal values, decision making, interdependence of workers, and interpersonal skills.

The purpose of the committee is to provide an *ad hoc* resource bank from which students can draw information and get answers to technical questions, thus avoiding frustrated attempts at gathering information from private or public employees with heavy caseloads and work commitments. **Prepare for these activities by setting up a community advisory committee.** Contact a variety of individuals in the community who work with youth and law-related situations (e.g., attorney, social workers, corrections officer, police officer, parole officer). Explain the purposes and activities of the Local Law unit. Ask these individuals to serve as an advisory committee to students for the exploration and application activities.

When the advisory committee has been set up, arrange for its members to visit your class and talk with students

about 1) local and state laws which affect youth; 2) rights and responsibilities of minors; 3) steps involved in due process; 4) their occupations, including duties, lifestyle, interrelationships with other occupations, and feelings about their jobs.

Talk with the committee about the possibility of having your class visit a local or state court to observe youth-related proceedings. Ideally, a member of the committee should be present to follow up the students' observations with a discussion of the proceedings, the roles played by social service and law-related workers in the case, and a question and answer session. This experience can serve as an excellent foundation for the application activity in the unit.

Ask the attorney on the advisory committee whether he or she will serve as the "judge" in the "Your Day in Court" activity. If this is not possible, arrange to have someone with background in the legal field serve in that role. Technical experience may be important to the success of the activity.

Complete the Advisory Committee Form 6.1a and make copies for each of the groups involved in the application activity. The form will serve as an important resource for students as they prepare their case presentations.

6.1 Exploration Activity

THE LAW: YOUR RIGHTS AND RESPONSIBILITIES

Objectives

Students will be able to:

- identify several local and state laws which affect young people.
- list the procedures, rights, and responsibilities involved in due process for minors.
- identify occupations related to due process and law enforcement and tell how these occupations are interdependent.
- discuss their feelings about working in law-related occupations.

Directions

Introduce the activity by discussing the following points:

1. Laws are the formalized rules which a society develops to protect individuals and to maintain social order. Laws are made at the local, state, and national levels and are usually enforced by government agencies at each of these levels.
2. Because we live in a complex society, we have many different laws and different ways of interpreting the laws so the rights of citizens can be protected. The protection of individual rights is accomplished through a series of procedures called "due process."
3. There are also laws which apply especially to young people. Young people, usually under the age of 18 (may vary from state to state), are called "minors." Laws affecting minors vary from state to state. Two laws which affect youth greatly are child labor laws and compulsory school laws.
4. Besides having individual rights, each of us also has responsibilities. One responsibility is to learn about the laws which affect us and to know something about the people who enforce, interpret, and provide social services related to the law.
5. People in the law-related occupations work together through police departments, the courts, social service agencies, and the local community. What are some occupations which come to mind when you think about laws and law enforcement? Some examples of student responses follow:
   - Social worker, health worker
   - Counselor
   - Attorney
   - Parole officer
   - Employment officer
   - Corrections officer
   - Judge
6. The protection of individual rights and enforcement of the laws is not a simple or an easy process. Because human beings make the laws and try to enforce them, there is the possibility for human error. What is most important to remember is that law provides a SYSTEMATIC PROCESS for the protection and maintenance of society. If there are laws which people feel are inappropriate or unjust, there are processes for making changes, but the first step is beginning to understand the laws which affect you and how they work.
7. In this activity you will be learning about the local and state laws which affect youth, the steps involved in "due process," and how people in the law-related occupations are involved in carrying out that process.

Distribute the completed Advisory Committee Form 6.2a. Tell students a little about the committee members and the roles they will play in the exploration and application activities.

Prepare students for the committee's visit to your class. Have them draw up a list of questions to discuss with committee members in a panel or rotating small group situation. Examples of questions are:

1. What are some local and state laws which affect young people?
2. What is the definition of a "minor" in this state?
3. How does being a minor affect the way that a person is dealt with by social and law enforcement agencies? The courts?
4. What are some other typical legal terms and their definitions (e.g., felony, misdemeanor, etc.)?
5. What does "due process" mean, and what steps are involved in due process for a minor?
6. What are your job duties?
7. How does your job affect other aspects of your life, family, leisure activities, friends, etc.?
8. What is your work environment like?
9. What workers in your department and other departments do you work with? How do you depend on them? How do they depend on you?
10. How do you feel about your job? What things are most rewarding and most frustrating?

During the committee visit, serve as moderator and facilitate discussion between students and speakers.

If a class visit to the local or state court has been arranged, prepare students by discussing the purpose of the trip, the kinds of things they will be observing, and the behavior that will be expected of them.

After the committee visit to the classroom and/or the class visit to the courts, discuss the following kinds of questions with students:

1. Why do you think there are special laws and legal considerations for minors? Do you think there should be special considerations? Give some reasons for your answers.

2. What are some examples of your legal rights as a minor? Your responsibilities?
3. Do you think it is important that each person accused of violating the law has the right of "due process"? Tell why you feel as you do.
4. How would you feel about working in a law-related occupation? Which one(s)? Give some reasons for your answer(s).

End each activity by reinforcing the following ideas:

1. Legal processes are intended to protect individual rights and promote social order.
2. It is a responsibility of citizens to know their rights and become aware of the people who help make the principle of due process a reality.

Extensions

- Trace the historical development of "due process" in the American legal system.
- Compare and contrast laws and legal considerations affecting youth in America and several other countries and political systems (Western/Eastern, communist/capitalist, etc.).

6.2 Application Activity

DUE PROCESS: WHAT HAPPENS NOW?

Objectives:

Students will be able to:

- apply the procedures, rights, and responsibilities of due process to hypothetical legal situations involving youth.
- list some reasons why laws are needed for individual protection and social order.
- describe their feelings about such values as fairness, justice, and legal rights and responsibilities of young people.
- describe their feelings about playing the roles of workers who deal with legal situations involving youth.

Directions

Introduce the activity by discussing the following points:

1. The treatment of minors and youthful offenders in our legal system often requires special consideration and the involvement of a variety of workers who are familiar with the problems of young people.
2. These workers are critical in providing for due process of the law, and in helping young people resolve some of the problems which may cause them to violate the law.
3. What are some more typical examples of ways young people get into trouble? Student responses may include such items as the following:
   - Stealing cars or "joy-riding"
   - Running away from home
   - Chronic absenteeism from school
   - Using intoxicants
4. What might be some reasons young people get into trouble? Student responses may include such items as the following:
   - Wanting money without earning it
   - Wanting acceptance from their friends or to be part of the "group"
   - Wanting to escape from problems with school or at home
5. No matter how or why young people may get into trouble, they are entitled to due process of the law. In this activity, you will have the opportunity to apply what you have learned about due process by playing the roles of the young people in trouble and the workers who are involved in carrying out the legal process.

Distribute What Happens Now Situations Form 6.2a to students and read each situation aloud. Have students decide which situation they would most like to work with, and divide the class into approximately even groups. Base grouping on student interest to the extent possible.

Distribute Directions 6.2b to each group. Students also need Advisory Committee Form 6.1a. Review the directions and answer student questions.

Inform students of the date and time when the hearings for the cases will take place. Monitor each group's work as the activity progresses and provide help with resources and procedures as necessary.

During the day in court, serve as the facilitator to keep the proceedings moving smoothly.

After the day in court, discuss the following and other similar questions with the class:

1. What are some of your reactions to the activity?
2. What role did you play? How did it feel to play that role? What did you like most about it? Least?
3. How were you dependent on others in your group? Were there problems in working together? If so, tell what the problems were and how your group dealt with them.
4. Do you think the judge's rulings were fair and just? Give reasons for your answer.
5. How would you have felt if you were the defendant and were not permitted due process?
6. Do you think the legal process is always fair and just? If not, what problems in the system might contribute to this?
7. What are some of your legal rights as an individual?
8. What are some of your responsibilities to other people in our society?
9. Describe what you think our society would be like if there were no laws.

Have the class compose and send a letter to each member of the advisory committee thanking him or her for participating. End the activity by reinforcing the following points:

1. Our legal system is designed to protect our individual rights through due process of law.
2. A variety of people work together to help us use these rights to the fullest extent.

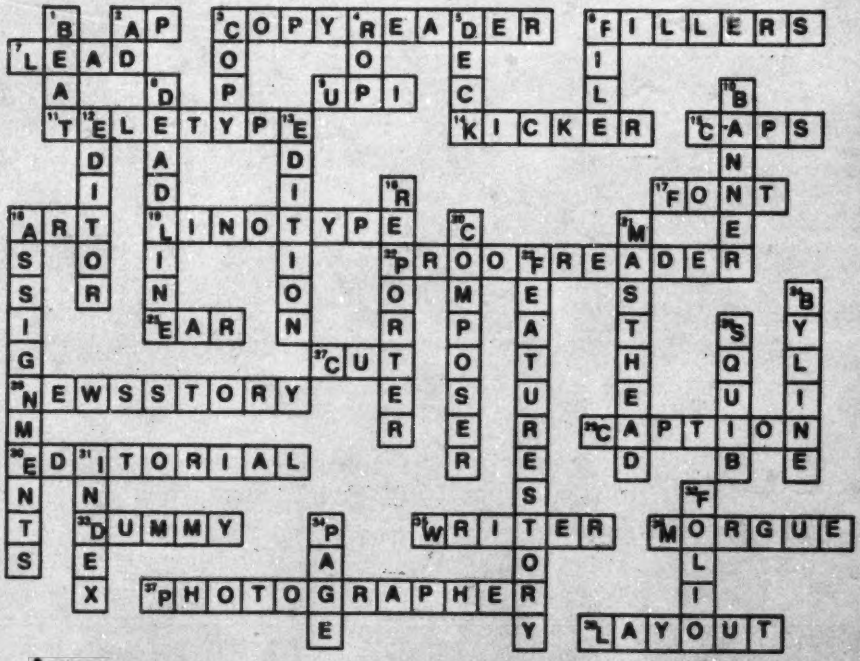
Extensions

- Diagram the steps of due process for offenses involving minors, and indicate which social and/or legal workers are involved in each step.
- Have students research juvenile correctional institutions, halfway houses, and other rehabilitation programs in your state.
- Discuss the state or national statistics related to number and kinds of offenses committed by young people in the past five years and have students research possible reasons for the increase or decrease in certain youth offenses over that time period.
- Compare and contrast due process, social and legal services, and correctional institutions for minor offenders and adult offenders.
- Have students research occupational information on the jobs they did in the simulation.

WORD PUZZLE

Down

1. A reporter's regular area of coverage
2. Advertisement
3. Any story, ad, illustration used in the newspaper
4. Run-of-Paper abbreviation – news and advertising in any position convenient
5. A second headline, which often appears between a headline and the story
6. Verb meaning to deliver copy to an editor
8. Time by which copy must be completed
10. Headline covering the full width of the page
12. A person responsible for reviewing and improving news copy
13. Any issue of the newspaper
16. A person who covers or gathers information for a news organization
18. Tasks or job of news coverage given to a reporter
20. A person who sets type for printing
21. A box of information containing the title of the newspaper, owner's name, subscription rates, volume number
23. A story in which the interest is not news
24. The author's name at the beginning of an article
26. A brief story, used to fill space
31. A box on the front page which indicates where to find a certain topic
32. A description of the size of a publication, in number of pages
34. One entire sheet of the paper



Across

2. Abbreviation for Associated Press
3. A newspaper worker who corrects or edits copy written by reporters
6. Stories with little news value used to fill space
7. The first paragraph of a news story
9. Abbreviation for United Press International, a news-gathering service
11. A machine which sends and receives written matter by wire, either telephone or telegraph
14. A line of type above the headline of a story. Often it is meant to be read after you have read the headline.
15. An abbreviation for capital letters
17. A complete alphabet of type in one size and style
18. All newspaper illustrations, photographic or drawn
19. A keyboard-operated typesetting machine which casts complete lines of type from hot metal in a single operation
22. A printer whose assignment is to read proofs and mark errors for correction
25. Space at top of front page on each side of paper's name
27. Any kind of illustration such as a photo, drawing, graph, weather map
28. A unit of prose prepared especially for a news organization
29. A title or explanatory note accompanying a picture
30. An expression of a paper's opinion located on the editorial page
33. A diagram or layout of a newspaper page showing the placement of stories, headlines, and pictures
35. A person who writes stories or articles
36. A newspaper library containing books, pictures, etc.
37. A person who makes or directs the making of photos
38. An indication through diagrams where everything is to fit on publication pages

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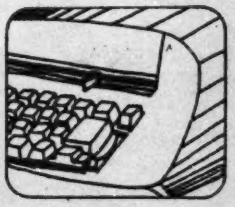
1.1b Newspaper Worker Skills and Discipline

INTERVIEW FORM



Directions:
As workers are interviewed, fill in this form. A different person should ask the question each time. Fill in the title of the worker and the tasks performed when asking question 1. Check those areas mentioned by the workers in response to the second question. Use the blank spaces to add additional discipline areas mentioned. List worker responses to questions 3 and 4 in the space provided.

Question 1: What is your title and what are your major tasks?

Title	Tasks
1	
2	
3	
4	
5	

Question 2: What self-discipline (e.g. pressure) is required of you in your work?

	Concentration	Deadlines	Organization	Space/Length	Production	Quality	Criticism			
1										
2										
3										
4										
5										

Question 3: What makes a good news story in response to . . .

Headline	Lead Sentence	Body
1		
2		
3		
4		
5		

Question 4: What language skills do you use in your work?

1
2
3
4
5

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CRITERIA FOR A GOOD NEWS STORY

1. Tells in a few words what the article is about
2. Expresses in either positive or negative terms
3. Attracts attention
4. Summarizes the article
5. Is short and simple
6. Tells who, what, when, where, why, and how
7. Attracts attention
8. Uses the inverted pyramid – rule of descending order of importance
9. Has accurate and clear sentences – does not use big words
10. Is objective, factual, accurate, and fair
11. Uses vivid words – paints pictures with words
12. Uses specific words to tell the story
13. Sentences vary in length, and paragraphs are short
14. Uses the third person
15. Provides transitions between paragraphs
16. Ends article by joining conclusion and beginning sentences

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PANEL DISCUSSION/QUESTIONS

Directions:
During the interview you are to note responses to each of the questions listed below. You may add your own questions. Answers to the questions will be discussed in class.

Program Director

1. How do you decide which programs to air at certain times?
2. What determines the topics and approach of your programs?
3. What impact do community values have on programming?
4. How do you determine these community values?
5. Are there some programs available that you choose not to air? And why?
6. Other

News Editor

1. How do you decide which news stories to air?
2. How do you decide on the amount of time to be devoted to those stories aired?
3. How do you determine priority and sequence?
4. How do the community's values influence your selection of what to report?
5. Do your own values influence what you report?
6. Other

Talk Show Personality

1. How do you work with individuals who have differing values who are on your show together?
2. How do you deal with a situation in which your values conflict with someone you are talking with?
3. How are your own values in conflict with or congruent with your high public visibility?
4. How do the community's values influence whom you choose to interview?
5. What determines the topics and approach of your show?
6. Other

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2.2 What Did I Really Hear?

IF YOU WERE . . .

1. Cut up the cards.
2. Divide the roles of radio workers among yourselves.
3. Read the situation.
4. Be prepared to respond to the situation, to each other, and to the class.

. . . Program Manager

Your community will be voting soon about whether or not to raise the city sales tax. You have decided to produce a local program about the sales tax issue. The two individuals in charge of the campaign for each side will be asked to debate each other. You know that one of the individuals who will be on the program uses foul language many times while speaking.

As the program director, what would you do? Why?

. . . Reporter

Your supervisor tells you to cover a news story which could put your life in danger. However, the information you may get from this assignment could be beneficial to many people.

As a reporter, what would you do? Why?

. . . News Director

A very important news story from Washington, D.C., has come across the teletype. The news involves the firing of three of the president's cabinet members and you want your station to be the first to give the news. As you are reading the story again, a very trusted friend from Washington, D.C., calls. You ask this friend about the story and the friend says that two of the three names you had were not really fired. Now you don't know whether to believe your trusted friend's information or the information from the teletype.

As the news director, would you report this news on your news program which starts in five minutes? Why?

. . . News Editor

A story has come across the wires that a famous professor has developed a system for rating cities. The professor came up with a list of the ten worst towns in which to live in the United States and your town is listed as the worst of all.

As the news editor, would you put this story on the news? Why?

. . . Talk Show Personality

You are a member of a particular political party and you've been asked to speak at one of their fund-raising dinners for a cause you **really believe in**. By speaking at the dinner you would most certainly get unfavorable publicity which may be directed at your radio station.

As a talk show personality what would you do? Why?

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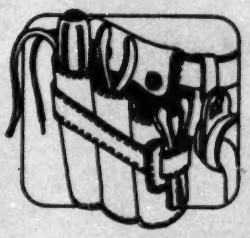
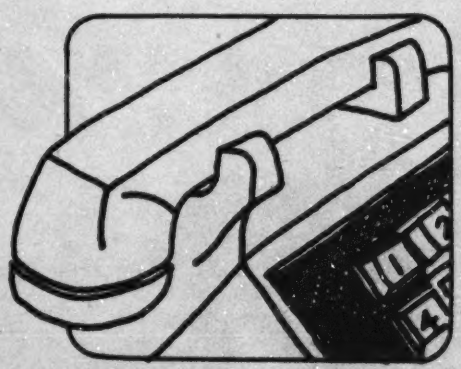
3.2a Telephone Etiquette

INFORMATION SHEET



Telephone Tips

- Plan your call before you make it. Know what you want to say. Get to the point.
- Keep track of numbers called when you call several numbers.
- Listen for the dial tone before dialing the number. If you don't, you may get the wrong number or no number at all.
- If you reach a wrong number, do not just hang up. The courteous thing to do is to apologize. In fact, it could be that the number you tried is wrong. Ask, "Is this (number)? If it is say, "I'm sorry, I must have the wrong number." Or if it is the wrong number say, "I'm sorry I dialed the wrong number."
- You will be heard best if the mouthpiece is close to your lips but not touching. There should be one inch between your lips and the mouthpiece.
- Immediately tell the person who answers who you are and why you called.
- Keep your calls short.
- Be careful about the time when you call. Do not call a person during normal times for meals or sleep.
- Speak in a normal voice. Only your voice can convey your sincerity and pleasantness. Remember, the person to whom you are talking cannot see you – your voice is you. Do not slip into a mechanical, routine way of speaking.
- Speak distinctly. Pronounce your words clearly and carefully.
- Talk expressively and vary the tone of your voice. This adds emphasis and vitality to what you say.
- Watch your pacing. Do not speak too rapidly.
- Be courteous and never lose your temper.
- End the conversation nicely.



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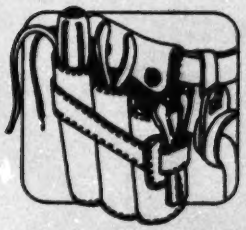
ROLE CARDS

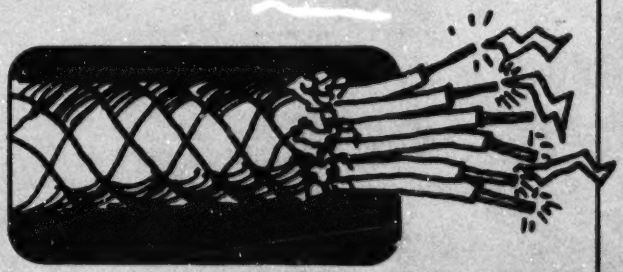


Office Person: You are a gum-chomping secretary of Pat Johnson who has never had any telephone etiquette training. Answer the call using bad grammar and etiquette. Your boss is not in and you do not know when he will return.

Caller: You are calling for Pat Johnson. You are an important business client and need an appointment soon. Ask for a time to see Pat, ask when Pat will be back, and leave a message.

Caller: You are calling the electric company to complain about a bill, but you don't have the bill with you, so you won't have any of the information the company representative needs. Get angry with the company representative for not being able to help you.

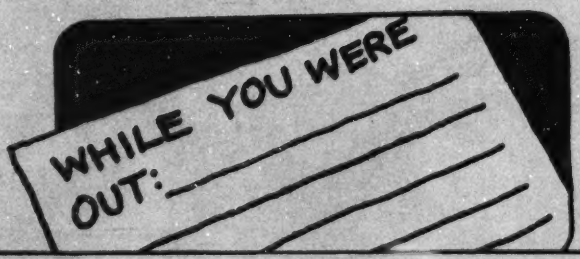
Office Person: You are the electric company customer representative. Ask the customer calling for the account number (he or she won't have it). Next ask for date of bill. When the customer doesn't have that, ask for amount of bill, or the meter reading. Be polite, no matter how mad the customer gets, and explain how you need this information to help him or her.



Caller: You are calling your friend. Your friend is not there, so you leave a message. Give it slowly and carefully and ask the person who is taking the message if the person has the information.

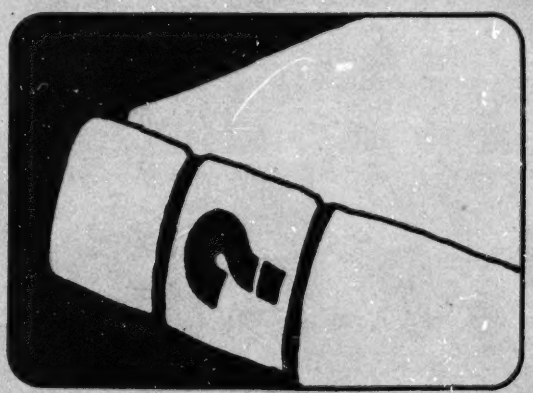
Office Person: You answer the phone and take the message, but don't write it down. When the person who is to receive the message comes in, get it all confused.

Person Being Called: You come in just as the person taking the message hangs up and ask if your friend called. Be upset that the message is all confused and that the person who took it can't remember the message.



Caller: You are calling a bookstore and asking about some books you want. Talk too fast and slur your words when giving titles, publishers, etc. (You can use textbooks for this.)

Office Person: You are the bookstore clerk and can't understand the caller. Keep asking the caller to repeat and then get angry.



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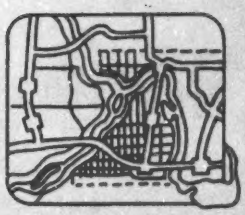

CHECKLIST

Directions:
Your team is going to gather information about community agencies which provide special helping services. Each person on the team will have certain responsibilities. Decide, as a group, who will be responsible for each task. Complete the tasks shown below.

Check When Complete

- ☐ 1. Make a list of the agencies and organizations which provide services in your Community Category. Use the Yellow Pages of the phone book, community directories, and other sources your teacher may suggest. Write your list on a separate paper.
- ☐ 2. Choose two or three agencies to contact for your research. List the names and telephone numbers of the agencies below and decide who will contact each agency.
- ☐ 3. Contact each agency by letter or telephone. Explain your class project and find out the best person at the agency to talk with. Arrange for a time and date to interview the agency worker. You may plan to visit the agency in person or to conduct a telephone interview.

☐ Agency: _____

Phone: _____

Person Responsible: _____

☐ Agency: _____

Phone: _____

Person Responsible: _____

☐ Agency: _____

Phone: _____

Person Responsible: _____

Check When Complete

- ☐ 4. Mark the locations of these agencies with your colored stickpins on the city maps which your teacher has posted in the classroom.
- ☐ 5. Use the Community Resources Survey to gather information about the agency and its services.
- ☐ 6. When your interviews are complete, prepare a brief report to be presented to the class. Your report should answer these questions:
  - What are the names of the agencies you surveyed?
  - Where are they located?
  - Whom do they serve?
  - What services do they provide?
  - What was the person you interviewed like (for example, friendly, helpful, impatient, etc.)?
  - What was the environment or atmosphere of the agency like (for example, crowded, attractive, noisy, etc.)?
  - What did you learn about the people who work for that agency?
- ☐ 7. Present the report first to your teacher, and then to the class.

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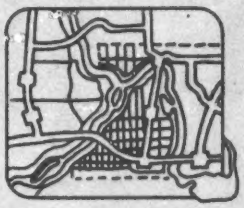

INTERVIEW FORM

Directions:

1. Introduce yourself to the agency worker.
2. Explain your class project. For example, say: "My class at (name of your school) is doing a survey to find out about the work of community agencies. I would appreciate it if you could help by answering a few questions."
3. Ask the agency worker the questions below, and write the answers (and any other information you learn) in the space provided below. Use the back of the sheet if you need more space.
4. After the interview, thank the agency worker for talking with you.

Whom does your agency serve (examples: students, people with health problems, people looking for jobs, etc.)?

What kinds of services are provided?

Are the services free? If there is a cost, how much does a person pay?

How does a person go about getting help from your agency?

What jobs do people in your agency hold (examples: counselor, social workers, director, secretary, bus driver, cook, volunteer)? In what ways do you work together with people in your agency? With people in other agencies?

What are your job responsibilities?

What education and training did you need to get your job?

What characteristics should a person have to do your job well?

What one thing do you like BEST about your job?

What one thing do you like LEAST about your job?

Additional information:

THANK THE PERSON FOR THE INTERVIEW.

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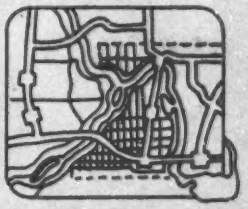
PLANNING FORM



In this activity you will be planning a service agency to help others your age with career development. Your group should complete this planning sheet as you design your service. Ask your teacher to help if you get stuck.

1. List the tasks your group will do to plan the service.
2. Assign a person (or two) to complete each task. You may want the whole group to do some things together.
3. Decide when each task should be finished and write the date in the appropriate space.
4. Complete your work. Check with your teacher once in a while.
5. Be prepared to report about your work to the teacher or class.

Task	Person Responsible	Date To Be Completed

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DIRECTIONS

Directions:
In this activity, your team will be gathering information about one group of people who influence community decisions (either elected officials, government employees, or special interest groups). Your research and the research of other students in your class will result in a panel discussion in your classroom involving representatives of these different influence groups. You will learn more about the jobs these people do and how the roles they play can affect your lifestyle and the lifestyle of others in your community. Follow the steps listed below. Your teacher will help you if necessary.

1. Choose a team leader.
2. Develop questions to ask when you contact your influence group member(s). Here are some examples:
   - What are the responsibilities of your job?
   - What are some examples of local issues you work on?
   - Would you be able to participate in a panel discussion at our school to talk about the work you do?
   - If yes, what dates and times would be convenient for you?
3. Use several sources to find out the names of individuals or groups who work in your influence category. Names can be found in such sources as the local library, civic group publications, and the white/yellow pages of the telephone book. Make a list of several agencies and check with your teacher at this point.
4. Choose two or three people or groups to contact.
5. Contact each person or group by telephone or letter. Include the following things in your letter(s) or phone conversation(s):
   - Introduce yourself and explain the purpose of your project.
   - Ask the questions your group developed.
   - Thank the person for talking with you.
   - If the person has agreed to be on a panel, tell the person you will be sending a letter to confirm the date, time, place, and topics for the panel discussion.
6. Meet with your teacher and the other teams, choose the date, time, and topics for the panel discussion.
7. Write and send the confirmation letter(s) to your speaker(s).
8. Write a brief description telling a little about your speaker(s) and give the descriptions to your teacher to use when introducing speakers at the panel discussion.
9. After the panel discussion, write and send a letter thanking the speaker(s) for participating.

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DIRECTIONS

Directions:
In this activity you will present the position of your group on an important issue of a public meeting. This sheet will help you and your group prepare your position. Follow the steps listed below. Ask your teacher for help if it is needed.

1. Choose a team leader.
2. Gather information about the issue from the point of view of your influence group. Some of the ways to get information are:
   - Review local newspapers for articles about the issue.
   - Listen to the local news on radio and television for reports about the issue.
   - Contact two or three members of your influence group who work in the community (elected officials, government employees, special interest group). Tell them about the activity your class is doing, and ask them to tell you about 1) the position they are taking on the issue, 2) the problems they expect to face/ are facing in convincing others to share their position, and 3) the strategies they are using to influence others on the issue.
3. List and *use* the "strategies" or steps your group will take to present its position on the issue to other groups in your class. Examples are:
   - Talk with members of the other groups *before* the public meeting to tell them your position and reasons for it.
   - Prepare a "news release" to distribute to the other groups before the public meeting describing your position and why you think it should be supported.
   - Find out the position or arguments the other groups will be presenting at the public meeting. Prepare a list of reasons explaining why your groups agree or disagree with these positions.
4. Present your group's position at the public meeting. Several group members may have an opportunity to speak. Be sure to use your strongest arguments to make the best use of the time you are allowed.

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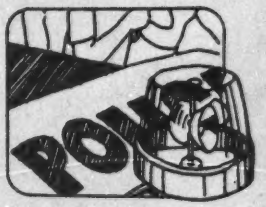
ADVISORY COMMITTEE FORM



Directions:
Use this form as you establish the panel for this unit and prepare information for use by yours students.

Name	Title	Business Address and Telephone Number	Contact this person to answer questions about:
	*Attorney		• Laws • Courtroom procedures • Due process • Other legal matters

_____

_____ person will serve as the judge for the Your Day in Court activity on

_____ (date, time).

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WHAT HAPPENS NOW SITUATIONS

Susan & Michael
Susan and Michael are 14 years old. They have just been accused of shoplifting by the security guard at Taylor's Department Store. Neither Michael nor Susan has ever broken the law before. What happens now?

Joey
Joey has just found out that his dad is in critical condition as the result of an industrial accident and has been taken to Courtland General Hospital, 5 miles away. Joey runs into the high school parking lot, frantic. He has no money, no car, and even if he could borrow wheels from a friend, he won't have his driver's license until after his 16th birthday, just one week away. As he walks among the cars toward the highway, Joey notices the keys left in the ignition of a '75 Mustang. He looks around. The lot is deserted. If he can just drive to the hospital and get the car back to school before the last class period ends. . . . Joey parks the Mustang in the hospital lot and goes up to see his dad, whose condition has improved. Greatly relieved, Joey hurries back to the car and finds . . . an impatient police officer, a crowd of people, and a smashed-up Mustang. What happens now?

Beth
Beth is 17. She's had it with school, and she's miserable living at home. Everyone's been hassling her – teachers, parents, even her friends. Late one night, Beth throws some clothes in her backpack, takes $20 from her mother's wallet, and splits. She walks for a couple of miles and then starts hitchhiking. She is soon picked up by a friendly woman in a late model car, but as they drive, Beth is confused. "Hey – how come we're heading back toward town?" Beth asks. "Sorry," the woman replies, "you've just hitched a ride with a police officer." What happens now?

Eileen
Eileen wants money to buy the guitar that's on sale in O'Donnell's Music Shop window. Her parents can't afford to give her the money. Eileen has considered babysitting and mowing lawns, but it would take forever to save the $150 she needs before the sale ends. If only she could get that part-time job taking inventory at the factory; but she's only 13 years old. Maybe if she just "borrowed" her older sister's driver's license and birth certificate (everyone says how much they look alike!), maybe she could get a work permit. Maybe she could fix her hair differently, put on some make-up. . . .

Eileen has been working at the factory for two weeks. One day, during break time, she is telling her friend Bill how DUMB that supervisor is for believing she's older than 13, and how EASY it was to fool everybody, and. . . . Suddenly Bill gets a strange look on his face and quickly walks away. When Eileen turns around, she sees her supervisor, who has overheard the entire conversation. What happens now?

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DIRECTIONS

1. The purpose of this activity is to prepare your group to play several roles in a courtroom situation: young person accused of committing a legal offense (defendant); attorney for the defense; prosecuting attorney; social worker; police officer; parent; witnesses; others, is appropriate.
2. Each member in your group will be responsible for compiling information and playing a role in the "courtroom." **When you need help with information or procedures, ask your teacher and, if necessary, contact the appropriate member of the advisory committee (see Advisory Committee Form).**
3. On your day in court, your group will present its case to the judge, and a ruling will be made. Groups waiting to present their cases will **sit quietly and observe.**
4. To prepare your presentation, follow these steps:
   a. Decide who in your group will play each role:
      - Defendant (accused young person)
      - Defense attorney
      - Prosecuting attorney
      - Police officer
      - Parent
      - Social worker
      - Witnesses

   b. Have one group member read your What Happens Now Situation aloud to the group.
   c. The defendant, the police officer, and the witnesses must all write a brief statement explaining what happened (from their own point of view).
   d. The defense attorney and prosecuting attorney must prepare their cases by talking **separately** with these people:
      - Defendant
      - Police officer
      - Parent
      - Witnesses

      The attorneys will want to find out such things as:
      - What happened?
      - Who was involved?
      - When, where, and how did it happen?
      - What is the defendant's previous offense record?
      - Do the witnesses' accounts of the event match that of the defendant?
      - Are the witnesses reliable?

   e. The social worker must prepare his or her report by talking **separately** with the defendant, the parent and the police officer. The social worker will want to find out such things as:
      - What happened and why?
      - What is the family background of the defendant?
      - How is the student doing in school or at work?
      - Has the defendant been accused or convicted of any offenses in the past? How many? What kinds?
      - Does the defendant seem willing to cooperate and to do things which might avoid this problem in the future?

5. To present your case on Your Day in Court, follow these steps:
   a. The prosecuting attorney should introduce each person in the group to the judge and tell which role that person is playing.
   b. The prosecuting attorney will then present his or her case, calling witnesses, if appropriate. (The defense attorney may cross-examine witnesses.)
   c. The defense attorney will then present the defendant's case, calling witnesses, if appropriate. (The prosecuting attorney may cross-examine witnesses.)
   d. The social worker will then present his or her report.
6. Based on the presentations, the judge will decide the verdict in the case.
7. The next group's case will then be heard and your group will observe.

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ABOUT THE NORTHWEST REGIONAL EDUCATIONAL LABORATORY

The McDonald's Career Action Pack was developed in the Education and Work Program of the Northwest Regional Educational Laboratory (NWREL). The mission of NWREL is to assist education, government, community agencies, business, and labor in bringing about improvement in educational programs and processes. NWREL primarily serves a region that includes Alaska, Idaho, Montana, Hawaii, Oregon, and Washington, along with the territories of American Samoa and Guam.

Within the Laboratory, the Education and Work Program develops comprehensive strategies for solving education and work transition problems faced by youth and adults. For further information, write Larry McClure, Director, Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204, or call 503-248-6891.

PROFESSIONAL LIBRARY – AN EXCELLENT SOURCE FOR GROWTH

It is important that teachers, counselors, administrators, and community resource people learn as much as possible about career education. The list that follows provides a good beginning set of references in this area. It is not comprehensive, but the references do represent current thinking on career education.

BOOKS

———. *Career Education: Current Trends in School Policies and Programs*. A publication of the National School Public Relations Association, 1974.

———. *1976 Interim Report*. U.S. Office of Education, U.S. Government Printing Office, Washington, D.C., National Advisory Council for Career Education, 1976.

———. *Career Education, What It Is and Why We Need It*. United States Chamber of Commerce, Washington, D.C., 1974.

Bridgeford, Nancy; Clark, Marilyn; McClure, Larry. *Directions in Career Education: Questions People Ask About Education and Work*. National Institute of Education, Washington, D.C., 1977.

Evans, Rupert N., et al. *Career Education in the Middle / Junior High School*. Salt Lake City: Olympus Publishing Co., 1973.

Goldhammer, Keith; Taylor, Robert E. *Career Education Perspective and Promise*. Charles E. Merrill Publishing Co., 1972.

Hansen, Dr. Lorraine Sundal; assisted by Follett, Charlene. *An Examination of the Definitions and Concepts of Career Education*. National Advisory Council for Career Education, Washington, D.C., 1977.

Hoyt, Kenneth B.; Evans, Rupert N.; Mackin, Edward F.; Mangum, Garth L. *Career Education: What It is and How to Do It*. Olympus Publishing Co., Second Edition, 1974.

Hoyt, Kenneth B. *Monographs on Career Education, Career Education: What Proof Do We Have That It Works?* U.S. Government Printing Office, Washington, D.C., 1977.

Hoyt, Kenneth B. *Monographs on Career Education, The Concept of Collaboration in Career Education*. U.S. Government Printing Office, Washington, D.C., 1977.

Hoyt, Kenneth B. *Monographs on Career Education, A Primer for Career Education*. U.S. Government Printing Office, Washington, D.C., 1979.

Hoyt, Kenneth B. *Monographs on Career Education, Refining the Career Education Concept*. U.S. Government Printing Office, Washington, D.C., Part I, 1976; Part II, 1977; Part III, 1978 (three separate documents).

Jesser, David L. *Career Education: A Priority of the Chief State School Officers*. Salt Lake City: Olympus Publishing Co., 1976.

Marland, Sidney P., Jr. *Career Education: A Proposal for Reform*. McGraw-Hill Book Co., 1974.

McClure, Larry. *Career Education Survival Manual*. Salt Lake City: Olympus Publishing Co., 1975.

McClure, Larry, et al. *Experience-Based Learning: How to Make the Community Your Classroom*. Portland, OR: Northwest Regional Educational Lab, 1977.

McClure, Larry, ed. *Inside Experience-Based Career Education: Personal Reactions to Non-Traditional Learning*. Washington, D.C.: National Institute of Education, 1979.

Raymond, Carolyn D. *1978 and 1979 Annual Career Education Handbooks for Trainers* (Two Volumes). Palo Verde Associates, 2032 East Riviera Drive, Tempe, AZ, 1978, 1979.

Tennyson, W. Wesley, et al. *The Teacher's Role in Career Development*. Minnesota Department of Education, Minneapolis, Minn., 1971.

Wirtz, Willard, and the National Manpower Institute. *The Boundless Resource*. The New Republic Book Co., 1975.

Career Resource Center – A Beginning List

The publications listed below represent a start in setting up a career resource center. This list is not comprehensive, and the items listed are not necessarily the only suitable materials. They are all sound references for eighth and ninth grade students or for advanced sixth and seventh graders. This list does represent a range of media – books, filmstrips, and films – and it includes at least one entry in important topical areas – occupational information, lifestyle information, self-assessment and decision-making ideas, and references on male-female roles.

It is important to review new materials continually, and it is essential that any item be reviewed carefully before purchase. Be sure that the material fits your program and meets the needs of your students.

———. *Hello World Series*. Reading, MA: Addison-Wesley Publishing Co., 1973.

———. *Occupational Outlook Handbook*. U.S. Government Printing Office, 1976.

———. *Prepare for a Career in Radio and Television Announcing*. New York: Lothrop, 1974.

———. *Yellow Pages Career Library*. A publication of the National Association of Elementary School Principals, Arlington, VA, 1975.

Baker, Marilyn C. *Exploring Occupations in Food Service and Home Economics*. New York: McGraw-Hill Book Co., 1976.

Burns, William E.; Weagraff, Patrick J. *Exploring Construction Occupations*. New York: McGraw-Hill Book Co., 1976.

Burns, William E.; Weagraff, Patrick J. *Exploring Occupations in Public and Social Services*. New York: McGraw-Hill Book Co., 1976.

Cook, Fred J. *Lobbying in American Politics*. New York: Watts, 1976.

Curtis, Samuel M.; Mercer, Robert J. *Exploring Occupations in Agribusiness and Natural Resources*. New York: McGraw-Hill Book Co., 1976.

Davis, Lorraine M. *Exploring Occupations in Science, Fine Arts, and Humanities*. New York: McGraw-Hill Book Co., 1976.

Doyle, Robert V. *Careers in Elective Government*. New York: Messner, 1976.
Fenlon, D.X. *TV and Radio Careers*. "Career Concise Guide" Series. New York: Watts, 1976.
Gollry, M. *Forms in Your Future*. New York: Globe Book Co., 1973.
Heath, Larry. *Exploring Occupations in Electricity and Electronics*. New York: McGraw-Hill Book Co., 1976.
Healy, Charles C. *Discovering You*. New York: McGraw-Hill Book Co., 1978.
Hopke, William E., ed. *Encyclopedia of Careers and Vocational Guidance* (Two Volumes). New York: Doubleday, 1978.
Paradis, Adrian A. *Labor in Action*. New York: Messner, 1975.
Resnick, Harold S.; Gradwell, John B. *Exploring Occupations in Engineering and Manufacturing*. New York: McGraw-Hill Book Co., 1976.
Schnirel, James R.; Jenkins, Ron H. *Exploring Occupations in Communication and Graphic Arts*. New York: McGraw-Hill Book Co., 1976.
Smith, Gary R.; Vorndan, Barbara S.; Winn, Charles S.; *Exploring Marketing Occupations*. New York: McGraw-Hill Book Co., 1976.
Walsh, Lawrence A. *Exploring Transportation Occupations*. New York: McGraw-Hill Book Co., 1976.
Winn, Charles S., ed. *Careers in Focus* series. New York: McGraw-Hill Book Co., 1976.

FILMS

Aims Instructional Media Services, Inc., 626 Justin Ave., Glendale, CA 91201.
Career Awareness, Why Work?, 1973.
American Educational Films, 132 Lasky Dr., Beverly Hills, CA 90212.
Dropping Out, 1972.
Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069.
Campaign, 1973.
Decisions, Decisions, 1973.
Making a Decision Is . . ., 1974.
Other Women, Other Work, 1973.
People Who Fight Pollution, 1972.
People Who Fix Things, 1972.
People Who Help Others, 1975.
People Who Make Things, 1971.
KETC-TV, 6996 Millbrook Blvd., St. Louis, MO 63130.
Choosing Changes, 1974.

FILMSTRIPS

Center for Humanities, Inc., Two Holland Ave., White Plains, NY 10603.
Am I Worthwhile?, 1974 (sound-slide program).
Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, IL 60611.
Your Working Future Series, 1973.
The Child Care Worker
Computer Careers
Fire Fighter
Dental Hygienist
TV Service Technician
Commercial Artist
Insurance Saleeman
Telephone Operator
Guidance Associates, 757 Third Ave., New York, NY 10017
Careers and Lifestyles Series, 1974.
Part Time Farmer
Production Worker
Entrepreneur
Surgeon
Neighborhood Center Director
Independent Carpenter
Fire Fighter
Corporate Executive
Jobs and Gender, 1971 (Parts I and II).
Scholastic Book Service, 904 Sylvan Ave., Englewood Cliffs, NJ 07632.
Thinking About Work, 1973 (Discovery Filmstrip 4.4).

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